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ABSTRACT

A three-week intensive training program is described for preparing paraprofessionals to organize, develop, and establish Occupational Resource Centers (ORC) in elementary and secondary schools and related community agencies. The training program is based on a specific task analysis of the position of developing and operating an ORC. A behavior checklist is given to each paraprofessional. Three levels of proficiency as a paraprofessional are possible. Most paraprofessionals attain Level I skills during the three-week training program. Training includes clerical, graphics, audiovisual, human relations, and occupational resource center skills. A training schedule by topic and hour is included in the report. Prerequisites for entry into the program include ability to read and write, desire to work with people, and commitment from professional educator to employ the paraprofessional after training is completed. The format of the training program is varied and changes frequently to avoid too much lecture, too much discussion, or too much skill practice. Evaluation and followup data indicate the value of a skill oriented training program as well as the necessity to involve the professional supervisor or counselor in the training program. A team concept of paraprofessional and professional working together is considered essential. Evaluation data is included in the report. (Author)

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# DESCRIPTION AND EVALUATION

# OF

# 1972 SUMMER TRAINING PROGRAM

# for

# PARAPROFESSIONALS IN OCCUPATIONAL RESOURCE CENTERS

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# I. PURPOSE

## Introduction

This introduction and evaluation report will describe an innovative training program for paraprofessionals who will establish and man Occupational Resource Centers in schools and community agencies throughout the Commonwealth of Massachusetts. Included in this report are daily and final evaluations of the trainees and the observations of an outside evaluator. Staff members hope that with this report the reader will gain an objective view of the project - its purposes and procedures. Results of this evaluation process will be utilized in the development of a 1973 summer training program.

Readers in schools and community agencies in Massachusetts who wish to participate in this project should contact:

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Amherst, Massachusetts 01002
Telephone: 413-549-3710

Background

Career development today, both in and out of school, requires innovative approaches in occupational materials and in guidance technique. Society's desire to help each individual to develop his full potential regardless of his race, socio-economic, ethnic or cultural background, places increased demands upon teachers, counselors, community service personnel and rehabilitation workers for imaginative and relevant education and counseling.

One way to meet these demands is to make maximum use of present teachers, counselors, social workers, extension workers, employment counselors and others charged with the administration of programs within which occupational information can be presented. Analysis of the differentiation of the professionals' functions indicates that many of the routine information collection and dissemination tasks, though essential, can be performed by trained auxiliary personnel.

> "The introduction of auxiliary personnel, when they are appropriately selected, trained, utilized and institutionalized, does not need to result in merely 'more of the same'. It can stimulate a reassessment of all the roles of the school. It can help to apply the concept of career development to the total educational enterprise. It can contribute to institutional and social changes of some magnitude." [1]

[1]Bowman, Garde, Klopf, Gordon J., NEW CAREERS AND ROLES IN THE AMERICAN SCHOOL, A STUDY OF AUXILIARY PERSONNEL IN EDUCATION, Bank Street College of Education and Office of Economic Opportunity, N.Y. 1968, p. 222

New roles are also emerging for teachers, counselors and other professionals in various settings and these roles necessitate the introduction of paraprofessionals in the various institutions. Proliferation of knowledge, emerging technology and increased population are mandating a stronger concern to provide quality occupational education and counseling. This is particularly the case for young people who plan to enter the occupational world after the termination of their secondary education whether by graduation or dropping out.

As was pointed out in relation to the Schaefer-Kaufman report, Massachusetts has special communication problems between the "general education" and the "vocational education" establishments.

> "While Massachusetts pioneered in vocational education and is developing some excellent vocational and regional vocational schools, it is not meeting the needs of our people, and it is falling behind several large industrial states in the proportion of its youth receiving occupational education. Unfortunately, there is a serious lack of communication and cooperation among the 'general education establishment' which educates the few and controls the Federal and State funds for occupational education: There is a crisis of confidence, and the situation is not getting better..."[2]

[2] Gaige, William, "Forward" REPORT OF THE ADVISORY COMMITTEE ON THE SCHAEFER-KAUFMAN RECOMMENDATION ON VOCATIONAL EDUCATION, Massachusetts Advisory Council on Education, April, 1970.

The development of occupational resource centers and paraprofessionals to operate them in both vocational and comprehensive high schools will assist in fostering better communications between professional personnel and students in the education establishment. The increasing emphasis on career education at all levels extends the mandate to establish resource centers of occupational and career information in elementary and junior high schools as well. The attitudes children develop regarding the world of work are part of a continuing process, not appearing full-blown when the youngster leaves secondary school, but evolving continuously throughout his school career.

Youngsters learn about the world of work from outside of school also. Public and non-public community agencies offer extensive opportunities for learning about careers and developing an attitude about work from such organizations as 4-H, Boys Clubs, Boy and Girl Scouts, employment agencies, community teen centers, and housing activity centers, to name only a few. These organizations have and may continue to participate fully in this project as efforts are made to provide service to the youngsters wherever or however they can best be reached.

The termination of formal schooling does not signal the termination of the need to obtain occupational information. The staff of this program recognizes the lifelong need and desire of people to learn more about the real world of work and to understand and make decisions about their own goals in terms of that occupational world. Occupational choice determines a large number of factors about an individual - educational level, socio-economic status, where he will live, clothes he will wear, perhaps whom he will marry- in essence his whole life style. The paraprofessionals trained in this program will play an important role in the dissemination of the information so vital to appropriate occupational decisions.

## II. TRAINING PROGRAM

The training program for the paraprofessionals is divided into two parts. The major portion of the training program was an intensive three-week (8:00 A.M. to 4:00 P.M.) summer program. The second part of the training program will consist of two Saturday workshops during the year, field consultations by project staff and a one-week training program during the following summer after a year on the job.

This report will limit itself to a description and an evaluation of the three-week summer training program.

### Objectives

The ultimate objectives for the training program were as follows:

1. Intensify use of occupational and related information through increased availability of materials.
2. Aid counselors, community workers and other professionals in establishing and operating work study programs or similar reality testing programs.
3. Develop and maintain materials and activities in a number of innovative occupational resource centers in the Commonwealth of Massachusetts.
4. Aid all individuals, especially thos planning to enter directly into the world-of-work, in meaningful career development.
5. Aid to career counselors, community workers,and teachers in gaining more knowledge about the world-of-work.

The training goal was to provide the paraprofessional with specific kinds of skills, developed in the pre-service and strengthened in the inservice training programs, in order that the paraprofessional may function effectively in consort with other staff members to aid in the utilization and maintenance of occupational resource materials.

The training objectives were based on nine skill areas and include the following:

1. Human relations skills: These include developing and strengthening the abilities to communicate - to listen, to observe, to verbally follow, to ask "open questions," to respond to feeling, to speak with the other people the paraprofessional meets on the job. These skills are deemed to be of great importance for on-the-job success and satisfaction. Both intra- and inter-personal skills were stressed. Measurement was done by trainees and staff using microteaching and rater observations.
2. Increased awareness of the characteristics of human behavior: The end in view for the paraprofessional trainees is that they have a broader understanding of themselves and the people with whom they work. The characteristics of human behavior, educational and social problems and the aides' ability in adapting to these behaviors are an integral aspect of the training program. Measurement was

oral examination and simulation events developed by the staff to assess ability to observe accurately and predict human behavior.

3. Clerical skills: These include the abilities to type and to file, to produce ditto and stencil masters and to use the appropriate duplicating machines. Measurement occured through the vehicle of a proficiency checklist found at Appendix A.

4. Skills in the use of Audio-Visual equipment: The ability to operate projectors of various types, programmed learning equipment, tape recorders, 8 mm. clip machines, record players, etc. and the ability to use this equipment in preparing local material are included among these skills. Modern media provide effective vehicles allowing the individual to seek his own answers, to be his own instructor in the area of inquiry. A paraprofessional trained in this area can expedite self-instruction with available resources and thereby allow the professional staff time for counseling, teaching, and preparation of materials for such centers.

5. Demonstrate ability to order, maintain, display, and disseminate information and resource materials: These skills include the ability to explain to the clientele the mechanics of the resource center, and help in the preparation

of original material. Simulation techniques were used, working with secondary school students. Measurement was by demonstration in the model occupational resource center.

6. Demonstrate use of resources: These skills included the ability to aid the client or other staff members in obtaining appropriate materials in a minimum amount of time; the ability to write newsletters announcing new materials and information. Measurement was done by actual student subjects who came to the model occupational resource center for help during the last week of the training program.
7. Basic introduction to organizational procedures, policies, and other forces of the institution affecting the paraprofessional: Those aspects of law and ethics which are relevant to the paraprofessional's functioning within an institutional setting and working with professionals were included. Measurement was done by questions from the staff. Workstudy program organization, labor laws and regulations, union procedures and regulations and special state and federal projects were reviewed.
8. Development of educational and occupational terminology appropriate to the needs of each trainee: This area was concerned with testing terminology as well as with other terms which are particular to an occupational resource center. A glossary would include such terms as Dictionary of

Occupational Titles, percentile, program, film clip, aptitude, intelligence, interest, simulation, cataloging, etc. Measurement was by interaction with students using video recordings.

9. Knowledge of current issues in the world-of-work, education, rehabilitation and community service: The trainee who may not have had recent experience or contact with schools and other community agencies and the variety of concepts that are being debated should become aware of what some of them are and how these issues and their resolutions relate to his functions in the institutional setting. Such issues include minority group relations, adolescent dress and conduct, drugs, alcohol and truancy. Measurement was by the ability of the trainee to discuss such topics with fellow trainees and strangers.

Proficiency Checklist

Three levels of performance for the paraprofessional were conceptualized in the operation of an occupational resource center. For each level, a series of specific tasks was identified after observing a paraprofessional work in an occupational resource center and after interviewing employers. From this list of specific tasks, a proficiency checklist was developed which provided the basis for the training program and job description on three levels. While each trainee brought different background and skills, the

1972 summer training program sought to reach Level I and II proficiencies. The one-week training program during the summer of 1973 will seek the attainment of Level III competencies. Because of increased competencies with each level, employers are urge to adopt a salary scale which is commensurate with the increased competencies at each higher level.

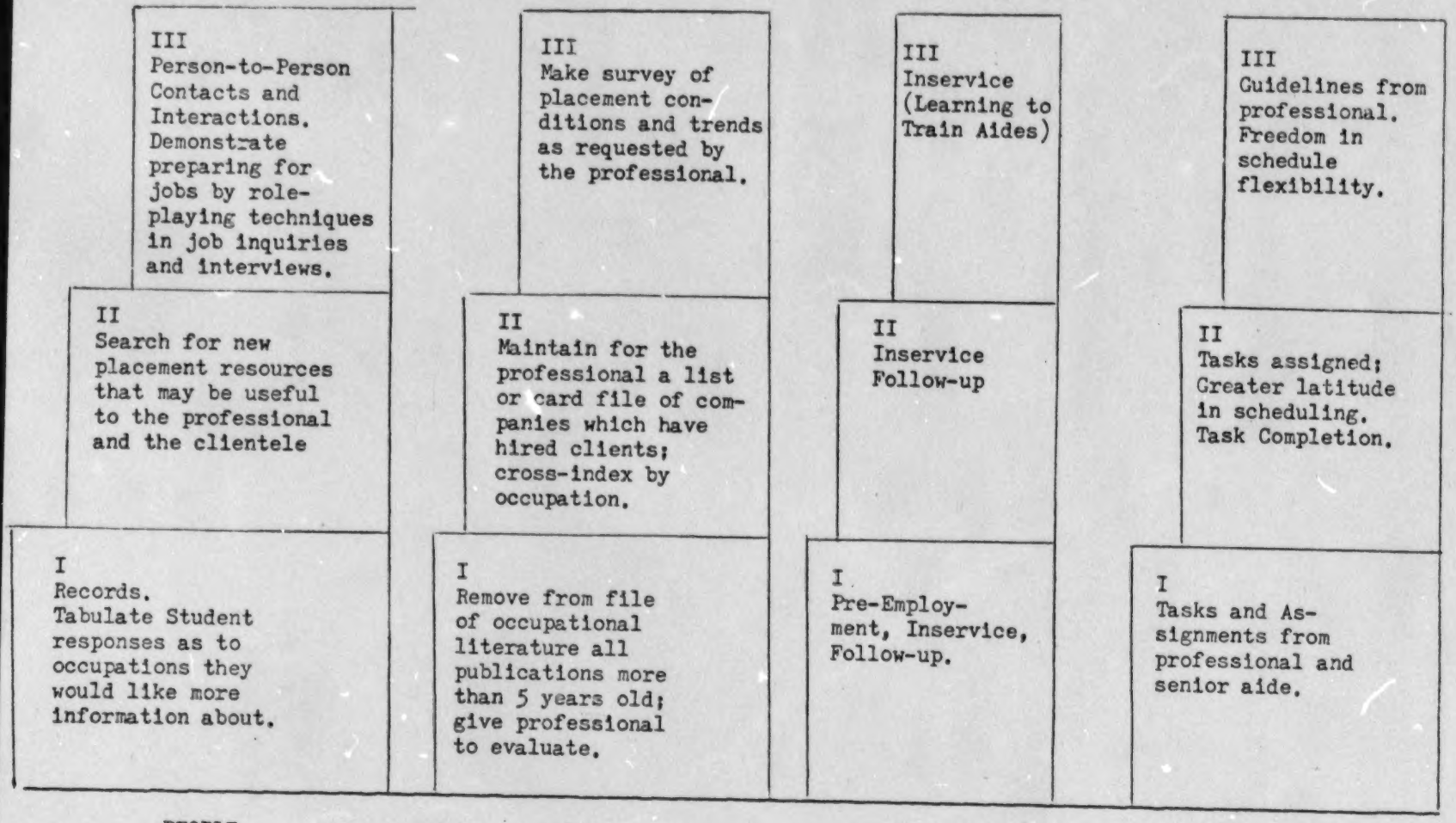
The checklist will be used to provide trainee feedback, to communicate to the support person's employer the competencies of the trainee and to form a basis for inservice training. The Proficiency Checklist includes training objectives for the specific operation of an Occupational Resource Center. A copy of the Proficiency Checklist is found in Appendix A. The four factors of people, data, training and autonomy were used to conceptualize and delineate the three levels of tasks for the operation of an Occupational Resource Center. This framework is shown at Table I.

Training Program Schedule

The three week training program was divided into three basic components; each week's instruction was concentrated on a different area, although activities were varied throughout the program. In general, the emphasis was as follows:

First week - Human relations skills

Second week - Occupational Resource Center knowledge and skills.


III
Person-to-Person Contacts and Interactions. Demonstrate preparing for jobs by role-playing techniques in job inquiries and interviews.
II
Search for new placement resources that may be useful to the professional and the clientele
I
Records. Tabulate Student responses as to occupations they would like more information about.
III
Make survey of placement conditions and trends as requested by the professional.
II
Maintain for the professional a list or card file of companies which have hired clients; cross-index by occupation.
I
Remove from file of occupational literature all publications more than 5 years old; give professional to evaluate.
III
Inservice (Learning to Train Aides)
II
Inservice Follow-up
I
Pre-Employment, Inservice, Follow-up.
III
Guidelines from professional. Freedom in schedule flexibility.
II
Tasks assigned; Greater latitude in scheduling. Task Completion.
I
Tasks and Assignments from professional and senior aide.
PEOPLE
DATA
TRAINING
AUTONOMY

Conceptual Framework for Delineating Tasks of a Paraprofessional in an Occupational Resource Center.

TABLE I

Third week - Individualized: Programs adapted by trainee and supervisor to fit local settings.

Self evaluation was stressed, and feedback was provided by the staff and the youngsters who participated in the practice part of the training.

Human relations training consisted of specific communications skills and the building of a Supportive Resource Team among the trainees and staff members. The human relations skills of attending, reflecting feeling, and communicating attitude were taught. See Appendices B,C, and D for further information of these three human relation skills.

Activities and methods of instruction were varied throughout the day to avoid concentration of a particular mode on a given day. Frequent alternations between lecture, demonstration, discussion and practice maintained excitement and interest during the training day. Clerical and audio-visual laboratories were open early and remained open after 4 PM to accomodate those trainees who desired special help in those two areas. Attention was given by staff members to individual training problems and personal questions as well. The training schedule found at Table II, illustrates the major topics included and the scope and sequence of the activities.

WEEK 1

| Monday, July 10 | Tuesday, July 11 | Wednesday, July 12 | Thursday, July 13 | Friday, July 14 |
|---|---|---|---|---|
| Introduction and Orientation (staff) | Test Administration: SVIP, Kuder (Dr. Fredrickson) (Mrs. Bleckwehl) | Human Relations Training (Dr. Donald Tepper) Topic: Attending Behavior | Human Relations Training (Dr. Tepper) Topic: Reflection of Feeling | Human Relations Training (Dr. Tepper) Topic: Communication of Attitude |
| Film demonstration of potential of A-V techniques (Mrs. Howes) | The paraprofessional in the resource center (Mrs. Howes) (Mrs. Bleckwehl) | | | |
| "Contributions made by paraprofessionals (Mr. Frizzle) | Tour of the resource centers and the TV studio | | | |
| | | L U N C H | | |
| Supportive Resource Team (Dr. Fredrickson) | Clerical Lab (Mr. Harlow) | The World of Work in the 70's (Dr. Fredrickson) | A-V Lab and Introduction to Speech (Miss Brick) (Mrs. Howes) | Microteaching sessions (Individually scheduled) |
| | A-V Lab (Miss Brick) | Occupational Resource Center: Its Relevance to Personal and Career Development (Mr. Vigneault) (Mrs. Singer) | (Group A to A-V from 1-2:15, to Speech 2:15-3:45. (Group B to Speech from 1-2:15; to A-V from 2:15-3:45) | Clerical and A-V Labs (For trainees when they are not scheduled for the microteaching) |
| Clerical Overview (Mr. Harlow) A-V Overview (Miss Brick) | | | | |
| Wrap - up and Evaluation | | | | |

TABLE II

WEEK 2

| | Monday, July 17 | Tuesday, July 18 | Wednesday, July 19 | Thursday, July 20 | Friday, July 21 |
|---|---|---|---|---|---|
| 8 | Introducation to Occupational resource Center Materials. (Mrs. Howes) (Dr. Fredrickson) | Microteaching sessions Concurrent with A-V Lab | Division of Employment Security (Miss Barbara Ditchett) | Library workshop for school personnel. "Loneliness" Special problems of trainees in non-school settings (Miss Uhlinger) | Graphics Workshop (Mr. Priete) |
| 9 | | | | | |
| 10 | Graphics Workshop (Mr. Priete) | Graphics Workshop (Mr. Priete) | Graphics Workshop (Mr. Priete) | Supervision: Intra- and Inter-Team Relationships (Dr. Howes) | |
| 11 | | | | | |
| | - - - - - - - - - - - - - - - - - - - - L U N C H - - - - - - - - - - - - - - - - - - - - | | | | |
| 1 | Microteaching sessions Concurrent A-V and Clerical Labs as on Friday, July 14. | Filings systems for Occupational Information. (Mr. Vigneault) (Mrs. Singer) | Speech and A-V Labs (Mrs. Howes) (Miss Brick) Group A to Speech until 2:15; Group B in A-V until 2:15. | Dynamics of Groups (Mrs. Singer) | Confidentiality, Ethics and the Law (Miss Filmore) |
| 2 | | Occupational Information Course (Pilot Class - H.S.) (Mrs. Howes) (Mrs. Bleckwehl) | | Speech - Groups A&B (Mrs. Howes) | Small group discussions (Staff) |
| 3 | - - - - - - - - - - - - - - - - - - - - Wrap - up and Evaluation - - - - - - - - - - - - - - - - - - - - | | | | |

WEEK 3

| | Monday, July 24 | Tuesday, July 25 | Wednesday, July 26 | Thursday, July 27 | Friday, July |
|---|---|---|---|---|---|
| 8 | Orientation for Supervisors (Dr. Fredrickson) | Minority Groups - History (Mr. Coverdale) (Mr. Ramos) | Supportive Resource Team - Part 2 (Dr. Fredrickson) | Individualized Instruction (Based on consultations with employers and trainees) | Relationships between Occupational Information and Curriculum (Mrs. Bleckwehl) |
| 9 | (Trainee group in on-going clerical and A-V Labs) Staff interviews with each trainee and his employer- Schedule to be determined. | | | | Work Study Program (Mr. Dyer) |
| 10 | | Follow-up discussion groups (Staff) | Interactive Learning Systems Demonstration by Mr. Robert Valentine | | Career Education (Mr. Kacoyannakis) |
| 11 | | | Interactive Learning Systems Workshop | Interpretation of tests (Staff) | Written evaluation of training program by trainee group |
| | | | LUNCH | | Luncheon |
| 1 | Seminar on para-professional wages fringe benefits, supervision. | Occupational Resource Centers- Local sources of employment; Field trips, Home study programs. (Mrs. Bleckwehl) (Dr. Fredrickson) | Occupation Resource Centers- Actual operation with young people | Job Applications and Resumes (Mrs. Bleckwehl) (Mrs. Golding) | Final Exercises Speaker: Mrs. Warner |
| 2 | (Panel of employers from different settings and staff) | | Outside Evaluation ( Dr. David Zimpfer) | | Presentation of Certificates: (Miss Butterfield) (Mr. Leland) |
| 3 | | Sources of Occupational Information | | Techniques of Interviewing | |
| | | | -Wrap-up and Evaluation | | |

Professional supervisors (Consultants) -- all day

Project Staff

The training staff included individuals with a wide variety of backgrounds and skills. One paraprofessional who had operated an occupational resource center and had established an experimental vocational information course with an English teacher during the planning year 1971-1972 was utilized as a model for the trainees as they developed their own programs and plans for operations.

The core administrative and instructional staff included:

| | |
|---|---|
| Arthur L. Leland - Director | Counselor<br>Amherst Regional Junior H.S. |
| Ronald H. Fredrickson, Ph.D. | Associate Professor<br>Human Relations Center<br>School of Education<br>University of Massachusetts |
| Billie Marie Howes | Director of Resource Centers<br>Amherst-Pelham Schools |
| Marilyn G. Singer | Couselor<br>Wildwood Elementary School |
| Leo Vigneault | Counselor<br>Amherst Regional High School |

Charles Stevens - Assistant to the Director

Jeanne L. Harlow - Secretary

Full-time instructional staff members during the training program were:

| | |
|---|---|
| Mary Bleckwehl - Operation of the CRC: | Guidance Aide<br>Amherst Regional H.S. |
| Judith Brick - Audio-Visual: | Library Aide<br>Wildwood School |

David R. Harlow - Clerical: Chairman
Business Education Dept.
Amherst Regional Schools

A number of consultants were brought into the training program for specific presentations. These included:

| | |
|---|---|
| Human Relations..... | Donald Tepper, Ed. D.<br>Counseling Center<br>Whitmore Adminstration Bldg.<br>University of Massachusetts |
| | Betty Golding<br>Teacher, Readiness Class<br>Wildwood School |
| Graphic Arts..... | Michael Priete<br>Chairman, Art Department<br>Amherst-Pelham Reg. Schools |
| Library Science..... | Martha Benedict<br>Librarian<br>Amherst Regional Junior H.S. |
| Community Agencies..... | Merle Howes, Ph. D.<br>Associate Director<br>Cooperative Extension Service<br>University of Massachusetts |
| Work Study Programs ..... | George Dyer<br>Couselor<br>Greenfield Junior High School<br>Greenfield, Mass. |
| Career Education ..... | Marios Kacoyannakis<br>Vocational Couselor<br>Minnechaug Regional H.S.<br>Wilbraham, Mass. |
| Confidentiality, Ethics and the Law ..... | Eleanor Fillmore<br>Director of Guidance<br>Amherst Regional High School |

| | |
|---|---|
| Minority History..... | Donald Coverdale<br>Counselor<br>Amherst Regional Junior H.S.<br><br>Manuel Ramos<br>Elementary Counselor<br>Milford Public Schools<br>Milford, Conn. |
| Division of Employment Security..... | Barbara Ditchett<br>Director, WIN Program<br>Northampton, Mass. |
| Organizational Change..... | Loren Moore<br>Commander, USN<br>(Formerly) Director<br>Human Resource Center<br>Newport, Rhode Island |
| Interactive Learning Systems.. | Robert Valentine<br>Interactive Learning Systems<br>Hanover, New Hampshire |
| Speaker, Final Exercises..... | Mary Warner<br>Vice-Chairman<br>Governor's Council on Education<br>Sunderland, Mass. |
| Title III Supervisor..... | Ellen Butterfield<br>Bureau of Curriculum Innovation<br>Department of Education<br>Boston, Mass. |
| Evaluation..... | David Zimpfer, Ph.D.<br>Associate Professor of Educ.<br>University of Rochester<br>Rochester, New York |

Locations for Centers

Settings for the Occupational Resource Centers (ORC) and paraprofessionals to staff them were sought in schools and community agencies. Career development, besides being a life long process, is influenced by factors and persons throughout the community. The project staff sought to establish Occupational Resource Centers where there was critical need for such services, where the young people were, whether in schools or housing projects, 4-H Clubs in extension centers, on in mobile units placed in shopping centers. Situations where the ORC might promote the dissemination of this innovation was also considerd an important criterion. Locations where children as well as youth and adults would be served were solicited. There are few or no occupational resource centers for elementary age youngsters in the United States. Because of this and the importance of occupational awareness by elementary age children, four elementary settings were sought and established for the 1972-1973 school year.

During the planning year, five separate workshps were held in the Regional Offices of the Massachusetts Department of Education to identify and rank needs as perceived by schools and community agencies. These workshops were held on the dates shown:

| | |
|---|---|
| Springfield | October 6, 1971 |
| Pittsfield | October 13, 1971 |
| Worcester | October 20, 1971 |
| No. And ver | October 27, 1971 |
| East Wareham | November 3, 1971 |

Project staff members also met on site with Massachusetts correctional officials, county jail supervisors, extension service personnel and community service people.

Trainee Eligibility

Local conditions were of prime importance in the selection of support personnel by the local agency. The judgement of the qualifications of an applicant for this training program depended upon the recommendation of the employers.

Neither national origin, age, race nor sex was a barrier in the selection of trainees. The general criteria met by the potential paraprofessional aides included interest in people and a temperament suited to working comfortably in the agency.

Other guidelines for selection include the following:

1. Recipients of this training had to agree to undertake subsequent employment as an aide (full or part-time) and to show a commitment from an employer.

2. Recipients of the summer training had to agree to complete the inservice training sessions during the school year and to train for Levels II and III in subsequent summer sessions.

3. An agency sending an aide for training had to agree to establish or augment an Occupational Resource Center and to select and employ a paraprofessional to man the center. The agency also had to commit $500-$1000 towards the purchase of occupational resource center materials. This amount was matched by project funds.

Trainee Stipend

Aide trainees were paid a stipend of $75 per week during the summer training period to cover lodging, baby sitting, travel, and food expenses.

List of Trainees

Trainees and their supervisors included in the training program were as follows:

| Trainee | Supervisor |
|---|---|
| Mrs. Myrtle Adams<br>585 Massachusetts Ave.<br>Boston, Mass. 02118 | Mary Anne Kimbell<br>United South End Settlement<br>640 Harrison Ave.<br>Boston, Mass. 02118 |
| Mrs. Donna Colson<br>95 Clifton St.<br>Malden, Mass. 02148 | Vivian Jones<br>4-H Nutrition Education Program<br>General Delivery<br>Union Square Post Office<br>Somerville, Mass. |
| Mrs. Linda Giacomuzzi<br>46 West Walnut St.<br>Milford, Mass. 01757 | Paul Scagnelli<br>Milford Public Schools<br>Milford, Mass. 01757 |
| Mrs. Ethel Haley<br>18 Jackson Parkway<br>Holyoke, Mass. 01040 | Robert Evans<br>Holyoke Community College<br>Holyoke, Mass. 01040 |
| Mrs. Dorothy Hammarstrom<br>Teawaddle Rd.<br>Amherst, Mass. 01002 | Martha O'Neil<br>Amherst-Pelham Reg. High School<br>Amherst, Mass. 01002 |
| Mrs. Margaret M. Hartery<br>12 Cary Ave.<br>Lexington, Mass. 02173 | Oscar Krichmar<br>Lexington High School<br>Lexington, Mass. 02173 |
| Barry Herzig<br>74 Graves St.<br>So. Deerfield, Mass. 01373 | Sheriff Chester Martin<br>Franklin County Jail<br>Greenfield, Mass. 01301 |

Mrs. Shirley Hudson
60 Dexter St.
Springfield, Mass. 01105

Mrs. Elizabeth Kelly
134 Tracy Circle
Amherst, Mass. 01002

Richard Konopka
16 Richmond Lane
Adams, Mass. 01220

Mrs. Priscilla Kresser
1017 Beachview Rd.
Lunenburg, Mass. 01462

Mrs. Helen Lee
436 Pine St.
Amherst, Mass. 01002

Mrs. Agnes Lewin
18 Clairmont
Lynn, Mass. 01904

Mrs. Jocelyn Nichols
Brookside Rd.
Gr. Barrington, Mass. 01230

Mrs. Anna I. Parsons
158 Essex Ave.
Gloucester, Mass. 01930

Mrs. Maryanna C. Plourde
31 Colonial Ct.
Amherst, Mass. 01002

Mrs. Carol Sharpton
63 Lincoln St.
Medford, Mass. 02155

Mrs. Judith Syron
Kinne Brook Rd.
Worthington, Mass. 01098

Bruce Olgilvie
Hampden Co. Improvement League
Springfield, Mass. 01109

John Dalton
East Street School
Amherst, Mass. 01002

Donald Sommer
Adams-Cheshire Regional Schools
Adams, Mass. 01220

Robert VanVliet
No. Middlesex Reg. High School
Townsend, Mass. 01469

Martha Benedict
Amherst-Pelham Reg. Jr. H.S.
Amherst, Mass. 01002

Polly Kelly
Essex Agricultural and Tech. Inst.
562 Maple St.
Hathorn, Mass. 01937

Catherine Mielke
Searles Middle School
Gr. Barrington, Mass. 01230

Charles Pompkin
Gloucester Public Schools
Gloucester, Mass. 01930

Sue Woodfork
Mark's Meadow School
Amherst, Mass. 01002

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## III. EVALUATION

### Introduction

The three week training program was evaluated daily and at the end by the trainees. A copy of the daily evaluation scale is found at Appendix E; the text of the Trainees Final Evaluation Form with date regarding responses is included.

No names were asked for on the evaluation forms and the trainees were encouraged to respond freely and critically. Frequent personal contact among the trainees and staff members verified the written responses on the evalaution forms.

### Trainees Daily Evaluations

At the end of each training day, the instructional and administrative staff met and reviewed daily evaluation reports. Changes were made in the training program to meet the requests and suggestions made by the trainees. This kept the training program current, and the staff was able to respond immediately to individual needs whether it be for additional material on public welfare programs, a baby sitter for a child or a report on a particular topic.

Three basic questions were asked on the Daily Trainee Evaluation Form.

1. What aspects of the program were <u>most valuable</u> to you today?

2. What parts of the program were least helpful to you today?

3. How would you rate today?

A compilation of trainee responses showed the relative value placed on the various training activities for each training week.

First Week Daily Evaluation in Rank Order

| Most Helpful | Least Helpful |
|---|---|
| 1. Supportive Resource Team | 1. Clerical |
| 2. Human Relations Training | 2. Audio-Visual |
| 3. Model Occupational Resource Center | |
| 4. Audio-Visual class | |
| 5. Clerical | |

Second Week Daily Evaluation in Rank Order

| Most Helpful | Least Helpful |
|---|---|
| 1. Graphics | 1. Division of Employment Security |
| 2. Work in model ORC | 2. Graphics |
| 3. Group Dynamics | |
| 4. Micro-teachings with students | |
| 5. Vocational experience class | |
| 6. Audio-Visual | |
| 7. Speech | |
| 8. Confidentiality, Ethics and the Law | |
| 9. Filing Systems | |

Third Week Daily Evaluations in Rank Order

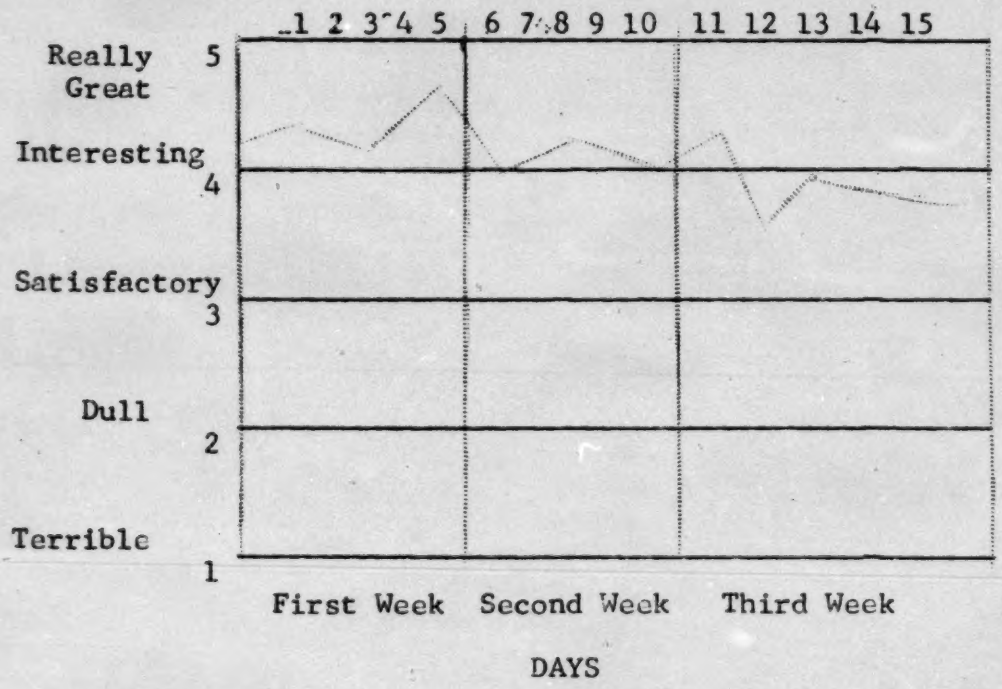
| Most Helpful | Least Helpful |
|---|---|
| 1. Interviews with Supervisors and staff members | 1. Interactive Learning Systems |
| 2. Working with youngsters in ORC | 2. Minority Groups |
| 3. Minority Groups | |
| 4. Work in the ORC | |
| 5. Interactive Learning Systems demonstration | |

Third Week Daily Evaluations (continued)

| Most Helpful | Least Helpful |
|---|---|
| 6. Discussion with staff | |
| 7. Test and inventory interpretation | |

The trainees were also asked to rate each day on a five point scale.

Mean Responses of the Trainees to the Question, "How would you rate today?"




The mean daily rating for the fourteen days evaluated on this form was 4.18 on a scale of 5.00 or 83.6%

An indication of the narrow dispersion of the ratings is reflected in that with the possibility of 330 individual daily ratings, there was a total of 131 (39.6%) really great, 135 (40.9%) interesting, 58 (17.5%) satisfactory, 5 (1.5%) dull, and 1 (.3%) terrible. It is interesting to note that only one day was rated as "Terrible" as compared to 131 ratings of "Really great" out of a total of 330 individual ratings.

Trainees Final Evaluations

A compilation of the trainee reaction to each question on the Trainees Final Evaluation Form is found at Table III. (pp. 30-33)

External Evaluation

Dr. David Zimpfer, Associate Professor of Education at the University of Rochester, Rochester, N.Y., reviewed the training proposal and evaluated the actual training taking place. Dr. Zimpfer interviewed trainees and instructional and administrative personnel, observed classes and demonstrations during the training session summer 1972. His report is included in this evaluation report as Appendix G.

Evaluation Efforts in Process

The reactions of users of the Occupational Resource Centers will be sampled by a special evaluation card which will be completed by them and mailed directly to the state project office in Amherst.

A copy of this postal card Evaluation Form is illustrated in Appendix F. Information will be sought as to frequency in using the center, desire to return to the center, how the ORC was helpful, and how the user first learned about the center.

Project staff members will visit each trainee and supervisor at least twice during the year to observe and video-tape the operation of the ORC. Each trainee has his own video-tape upon which his performance in interviewing, group leadership and human relations has been recorded. Sessions televised in the ORC will be on the same tape so the trainee can easily observe changes over the full year period. Video taping has proved a very effective means of fostering an ongoing process of self-evaluation.

This table indicates the percentage of trainees responding to each item on the Trainees Final Evaluation Form. Trainee responses have been grouped regarding the setting in which the trainee will be employed --schools or non-school setting. (Percentages will not necessarily total 100% because of rounding figures).

| | School | Non-School |
|---|---|---|
| 1. How well did the program meet your needs? | | |
| a. Very well | 46.6 | 33.3 |
| b. Fairly well | 20.0 | 50.0 |
| c. Adequately | 26.6 | 16.6 |
| d. Not very well | 6.6 | |
| e. Very poorly | | |
| 2. To what extent did you learn anything you expect to use on your job? | | |
| a. Very much | 33.3 | 14.2 |
| b. A great deal | 53.3 | 42.8 |
| c. Slightly | 13.3 | 42.8 |
| d. Very little | | |
| e. Not at all | | |
| 3. How did you like the teaching methods used? | | |
| a. Very much | 29.4 | 25.0 |
| b. A great deal | 70.5 | 50.0 |
| c. Slightly | 17.6 | 25.0 |
| d. Very little | 11.7 | |
| e. Not at all | | |
| 4. How easy was it for you to understand what the staff members were explaining? | | |
| a. Very easy | 66.6 | 57.1 |
| b. Fairly easy | 20.0 | 28.5 |
| c. No problems | 13.3 | |
| d. Fairly difficult | | 14.2 |
| e. Very difficult | | |

TABLE III

Trainees Final Evaluation Form
Percentages of Trainee Responses by Item

| | School | Non-School |
|---|---|---|
| 5. How easy was it for you to understand what the visiting speakers were explaining? | | |
| a. Very easy | 40.0 | 42.8 |
| b. Fairly easy | 53.3 | 42.8 |
| c. No problems | 20.0 | 14.2 |
| d. Fairly difficult | | |
| e. Very difficult | | |
| 6. To what degree have you felt excited or enthusiastic about the program? | | |
| a. Very much | 43.7 | 28.5 |
| b. A great deal | 37.5 | 57.1 |
| c. Slightly | 12.5 | 14.2 |
| d. Very little | 6.2 | |
| e. Not at all | | |
| 7. What is your overall evaluation of the program? | | |
| a. Superior | 26.6 | 33.3 |
| b. Very good | 60.0 | 50.0 |
| c. Adequate | 13.3 | 16.6 |
| d. Fairly poor | | |
| e. Very poor | | |
| 8. What is your overall evaluation of the facilities? | | |
| a. Superior | 86.6 | 71.4 |
| b. Very good | 13.3 | 14.2 |
| c. Adequate | | 14.2 |
| d. Fairly poor | | |
| e. Very poor | | |

TABLE III

Trainees Final Evaluation Form
Percentages of Trainee Responses by Item

| | School | Non-School |
|---|---|---|
| 9. What is your overall evaluation of the visiting speakers? | | |
| a. Superior | 17.6 | |
| b. Very good | 58.8 | 71.4 |
| c. Adequate | 23.5 | 28.5 |
| d. Fairly poor | | |
| e. Very poor | | |
| 10. What is your overall evaluation of the staff members? | | |
| a. Superior | 75.0 | 42.8 |
| b. Very good | 18.7 | 57.1 |
| c. Adequate | 6.2 | |
| d. Fairly poor | | |
| e. Very poor | | |

(The Trainees Final Evaluation Form included the following open-ended questions. Because many of the trainee group responded with more than one comment, these numbers represent the total number of responses by the total group. Preliminary examination of the responses did not reveal significant differences between the school and non-school trainees. The two groups were combined in this part of the report. N=22)

11. What aspects of the program were most valuable to you?

| | |
|---|---|
| Human Relations | - 18 |
| Audio-Visual | - 11 |
| Occupational Resource Center | - 9 |
| Some Individual Speakers | - 8 |
| Graphics | - 4 |
| Clerical | - 4 |
| "All" | - 3 |
| Testing Information | - 3 |
| Working with Students | - 2 |
| Library | - 1 |

TABLE III

Trainees Final Evaluation Form
Percentages of Trainee Responses by Item

12. What parts of the program were least helpful to you?

| | |
|---|---|
| Some Individual Speakers | - 16 |
| Graphics | - 3 |
| Too much emphasis on Schools | - 3 |
| Clerical | - 3 |
| "None" | - 2 |

13. What problems, if any, did you have in attending the training program?

| | |
|---|---|
| None | - 12 |
| Transportation, Sitters | - 3 |
| Housing | - 2 |
| Lack Background Information | - 2 |

14. How would you change the program to make it more beneficial to persons such as yourself?

| | |
|---|---|
| More Individualization | - 10 |
| More Human Relations | - 6 |
| Seperate School and Non-School Groups | - 5 |
| More time (in program, in ORC) | - 4 |
| None | - 2 |

15. In what general ways has the program changed you as a person?

| | |
|---|---|
| Intra- and Interpersonal Skills and Attitudes | - 23 |
| Gained information and materials | - 5 |

16. What additional information, materials and/or experiences would you like as part of In-Service training?

| | |
|---|---|
| More Human Relations | - 6 |
| More ORC | - 4 |
| More work with students | - 2 |
| Will answer later | - 2 |

Additional Comments?

| | |
|---|---|
| Psychological climate of workshops (positive) | - 15 |
| Association with staff and trainee groups | - 14 |
| Third week - more individualization | - 2 |

TABLE III

## IV. SUMMARY AND IMPLICATIONS

This report has described an innovative statewide training program for paraprofessionals who will operate 22 Occupational Resource Centers located in Massachusetts schools, correctional institutions, extension centers, and community centers. The training program covered a three week period (8 a.m. to 4 p.m.) July 10 through July 28. The training was conducted at the Amherst Regional Junior High School in Amherst, Massachusetts. The project is supported by E.S.E.A. Title III funds awarded by the Massachusetts Department of Education. Matching funds are provided through the project budget to establish Occupational Resource Centers in a variety of educational settings. In order to participate, cooperating schools and agencies gave assurances of providing between $500 and $1,000 in cash for materials and/or equipment to establish or improve an Occupational Resource Center. They also agreed to employ a person as an Occupational Resource Center paraprofessional. The paraprofessionals' completion of the training program was necessary in order to receive matching funds.

Data collected from trainees, staff members, Massachusetts Department of Education Title III Supervisor, and an external evaluator on the attainments of the training program's objectives during the three-week ummer training period were evaluated. The major

conclusions from this initial evaluation effort appear as follows:

1. Increased opportunity for trainees to work directly with young people and materials would be valuable.
2. Human relations training was an essential part of the training program. More time provided for the Supportive Resource Team training would have been valuable and productive for the trainees.
3. The training schedule was effective because instructional methods were varied frequently.
4. Awareness of the minority group perspective was an important part of the training program.
5. It is not necessary to separate school and non-school trainees in order to provide a relevant training program. However, care needs to be exercised to provide theory, proceduares, and examples which are common to both types of settings.
6. Consultants need to be selected carefully to provide a variety of instructional methods.
7. The opportunity to test-out of the Proficiency Checklist individually was effective.
8. Motivation and enthusiasm were exceptionally high throughout the training program.

9. Young people representative of minority groups should be included for the trainees to work with in the practicum part of the training program.
10. Involvement with supervisors is critical as the training program is individualized especially during the third week.

# - APPENDIX -

Paraprofessionals in Occupational Resource Centers
Statewide E.S.E.A. Title III Project
Amherst-Pelham Regional High School
Amherst, Massachusetts 01002

# PROFICIENCY CHECKLIST

Name_____ Entry Date_____

Address_____

## Clerical Skills

The paraprofessional is able to:

| | Level I | Checked by | Date |
|---|---|---|---|
| 1. | Type 30 words per minute..... | _____ | _____ |
| 2. | Cut and run stencil master..... | _____ | _____ |
| 3. | Cut and run ditto master..... | _____ | _____ |
| 4. | Operate calculating machine..... | _____ | _____ |
| 5. | Operate stopwatch and timer..... | _____ | _____ |
| 6. | Set up and maintain files..... | _____ | _____ |
| 7. | Record and index information from catalogs..... | _____ | _____ |
| 8. | Demonstrate standard telephone procedures. | _____ | _____ |

| | Level II | | |
|---|---|---|---|
| 1. | Originate letter requesting information, letters of inquiry for audio-visual catalogs and materials ..... | _____ | _____ |
| 2. | Make surveys of student summer activities. | _____ | _____ |

| | Level III | | |
|---|---|---|---|
| 1. | Execute prepared follow-up of former clients..... | _____ | _____ |
| 2. | Telephone job sites, industries, for the possibility of field trips..... | _____ | _____ |

APPENDIX A.

Audio-Visual Skills — Checked by — Date

Level I

The Paraprofessional is able to operate and demonstrate:

1. Reel-to-reel tape recorder.....
2. Cassette tape recorder.....
3. Record player.....
4. Filmstrip viewer .....
5. Sound filmstrip viewer.....
6. Head set.....
7. 16 mm sound film projector
   - Manual.....
   - Automatic.....
8. Super 8 mm film cartridge projector.....
9. Carousel slide projector.....
10. Overhead projector.....

Level II

The paraprofessional is able to demonstrate how to:

1. Splice 8 mm film .....
2. Splice audio tape.....
3. Prepare an overhead transparency.....
4. Mount an overhead transparency.....
5. Operate Kodak Instamatic and 35 mm camera with copy stand and flash.....
6. Produce 35 mm slide presentation.....
7. Produce Super 8 mm movie presentation.....
8. Operate television camera and recorder...

Graphic Skills

Level I

The paraprofessional is able to describe and illustrate the basic principles of:

A. Lettering

1. Basic proportion.....
2. Basic structure
   - a. Guidelines for top bar.....
   - b. Guidelines for middle bar.....
   - c. Guidelines for bottom bar .....

Graphic Skills (continued) Checked by Date

3. Width of letter members compared to height and width..... _____ _____
4. Use of splint (small ruler for width of members)..... _____ _____
5. Spacing between letters and members..... _____ _____
6. Negative and positive space emphasis on lettering..... _____ _____

B. Layout

1. Division of space for poster or bulletin boards..... _____ _____
2. Sketch layout, figure:
   a. Division of space..... _____ _____
   b. Placement of letters..... _____ _____
   c. Placement of illustration..... _____ _____
   d. Color selection..... _____ _____
3. Discussion of focal point and leading eye throughout the design by means of:
   a. Graphic symbol..... _____ _____
   b. Illustration..... _____ _____
   c. Color..... _____ _____

C. Techniques

1. Demonstrate simple silkscreen process with tempering paint..... _____ _____
2. Demonstrate spray lettering..... _____ _____
3. Demonstrate stamp pad technique for printing design or lettering..... _____ _____
4. Demonstrate spray-crumble paper for eye catching design..... _____ _____
5. Demonstrate proper use of rubber cement and its application..... _____ _____
6. Demonstrate use of T-square and board for lettering..... _____ _____
7. Demonstrate paper weaving for optical illustration effects..... _____ _____

| Occupational Resource Center Skills | Checked by | Date |
|---|---|---|
| **Level I** | | |
| 1. Prepare for administration of standardized tests and inventories | | |
| 2. Assist in administration of group standardized inventories and tests | | |
| 3. Prepare announcements on information dissemination | | |
| 4. Remove outdated information from Occupational files | | |
| 5. Produce appropriate bulletin boards | | |
| 6. Explain use of Dictionary of Occupational Titles | | |
| 7. Locate information in occupational/educational files | | |
| 8. Complete application forms | | |
| 9. Be aware of policies and procedures of confidentiality of personal information | | |
| 10. Identify basic reference sources | | |
| 11. Order materials from catalogs | | |
| 12. Locate body of information in resource center | | |
| **Level II** | | |
| 1. Explain to teachers, students, and parents procedures of resource center | | |
| 2. Schedule preview and return materials | | |
| 3. Establish files of materials for student use | | |
| 4. Prepare newsletters for students and faculty describing new materials or special events | | |
| 5. Schedule college representatives' visits with students and parents | | |
| 6. Maintain list of occupational positions of former students | | |
| **Level III** | | |
| 1. Plot expectancy tables | | |
| 2. Make surveys of placement conditions and trends, in accordance with instructions established by the supervisor | | |

| Occupational Resource Center Skills (continued) | Checked by | Date |
|---|---|---|
| 3. Use role playing techniques in preparation for clients' job inquiries and interviews..... | _____ | _____ |
| 4. Act as discussion leader in job readiness programs covering these points: | | |
| a. Application blanks..... | _____ | _____ |
| b. Interviews..... | _____ | _____ |
| c. Placing and answering ads..... | _____ | _____ |
| d. Social Security cards..... | _____ | _____ |
| 5. In orientation situations, explain the role and functions of the paraprofessional in the program..... | _____ | _____ |
| 6. Interview potential employers, rating information for professionals and clients. | _____ | _____ |
| 7. Assist young people (clients) to obtain information on training and apprenticeship programs..... | _____ | _____ |

Paraprofessionals in Occupational Resource Centers

E.S.E.A. Title III Project
Amherst-Pelham Regional Schools
Amherst, Massachusetts

INTERPERSONAL SKILLS AWARENESS WORKSHOP

Training Skill Study No. 1

Training in Attending Behavior: Trainee Instructions

The training you are to receive is designed to make you more attentive to the student with whom you are talking. Note: (the "student" can be any other person with whom you are talking--- i.e. spouse, friend, son or daughter, etc.) This attentiveness on your part will help you to learn about the student, and will also communicate your attitude of interest to the student. Your attentiveness is a powerful tool; it can contribute to the self-respect, and sense of security that the student talking with you has, and it can also serve as a powerful reinforcer and facilitator of communication. Your practicing of this skill will help you in developing good relationships with students, and more generally, may contribute beneficially to any relationship in which you take part.

There are three key ideas to keep in mind as you are learning the skill of attending behavior. The first of these, although it may sound strange, is to relax physically. You will find that if you are seated in a comfortable, relaxed position, you will be more able to listen to the person with whom you are talking than if you are overly stiff or tense. Also, if you are relaxed physically, your posture and movements will be natural, and you will have a sense of "being yourself" as you talk. This feeling of comfortableness will help you in being free to attend, and will communicate to the other person your readiness to do so.

Secondly, use eye contact to help you to focus upon the other person and to communicate to the other person that you are listening. You need not gaze fixedly, or with undue intensity; a varied use of eye contact will be most effective...that is, at times you will want to look at the person as you talk, at times you may glance down as you think about something the other person is saying, and then return your gaze, etc..

Thirdly, set for yourself the task of "following" what the other person is saying. Fit your comments or questions into the

context being provided. Stay with the topic that is introduced by the other person, and help him to develop it, rather than "topic jumping" from subject to subject. As you take cues from the person with whom you are talking, and pursue topics, both the content of what you are saying and your voice quality can communicate to that person that you are "with him" as the two of you talk.

In summary, your goal is to listen attentively, and to communicate this attentiveness through a relaxed posture, use of eye contact, and verbal responses which indicate to the other person that you understand what he is communicating. Specific behaviors which you may want to utilize are:

1. Relax physically; feel the presence of the chair you are sitting in.

2. Let your posture be comfortable and your movements natural; for example, if you usually move and gesture a good deal, feel free to do so at this time also.

3. Use eye contact, by looking at the person with whom you are talking. Vary your gaze rather than staring fixedly.

4. "Follow" what the other person is saying, by taking your cues from him. Stay with the topic that is introduced, rather than jumping from subject to subject.

5. Let your responses indicate to the other person that you are "with him" as he talks. Try to "get inside his shoes" and let him know that you understand what he is experiencing and feeling.

Paraprofessionals in Occupational Resource Centers
E.S.E.A. Title III Project
Amherst-Pelham Regional High School
Amherst, Massachusetts

INTERPERSONAL SKILLS AWARENESS PROGRAM

Training Maunaul #2: Expression of Feeling

How can you get the most out of communicating with another person? There are probably several things that contribute to a satisfactory experience when interacting with another person. Your interactions are dependent upon a process of communication. That is, the better you and the other person can talk with each other, and share feelings with one another, the better the chances that your interactions will be rewarding and fruitful.

One thing that has been found to be very beneficial to the communication process is the expression of feeling. Accurate expression of one's feelings often facilitates communication with another person.

The expression of feeling is appropriate at any time. This also applies to the kind of feelings that might be expressed, i.e. positive, negative, ambivalent, etc.

The training you will receive today will focus on helping you to accurately express your feelings with another person. There are two major aspects that we would like to help you learn. First is the difference between expressing content (what you are saying to the other person) and the expression of Feelings (the emotional reactions you experience about what you are saying). The second aspect is designed to teach you to pay attention to the way you feel. Although you experience feelings about whatever you talk about with another person, you may have to really pay attention to the feelings you are experiencing at the moment.

Although the expression of how you feel is a very important part of interpersonal interactions, it is often very easy to overlook. Often an individual is so involved in telling the other person the content of what concerns him, he ignores the underlying feelings, or perhaps is not aware of them. To illustrate this, look at the two examples of an individual's statements to another presented below:

APPENDIX C.

Example 1a: "Ithink I could do a better job if I only had enough material and supplies. No one ever explains anything to me. I don't really care if everyone thinks I'm not doing the job. It doesn't affect me."

Example 2a: "I'm really worried about trying to do a good job. I would like someone to show me around until I can get used to the routine. I hope everyone likes me and is satisfied with my work. I feel lost and no one seems to realize it."

Note the major difference between the individual's comment in the first and second examples. In the first example the individual is communicating the content of his concern, but only partially expresses his feelings about the problem. In the second example the individual not only conveys the content of what concenrs him, but he has actively described the underlying feelings that go along with that concern. The second statement which expresses the essence of his feelings of doubt about his new job, concerns about being liked, and his loneliness is the type of communication which make it easier for one individual to understand another during interpersonal interactions.

An important point to remember is that what you say to an individual is only part of the message being communicated. How you way it and how you communicate the feelings that go along with what you are saying is extremely important. See if you can pick out the main differences between examples 1b and 2b.

Example 1b: "Ever since I came to work at this job I just haven't been able to make many friends. I had lots of friends at my last job, but it just seems like people here aren't very friendly."

Example 2b: "Since I've been at this job I just haven't been able to make friends. I used to have lots of friends at my last job. I don't Know what is wrong, but I am very lonely here. I really feel out of things and all alone."

You have probably been able to identify the main difference between examples 1b and 2b. In example 1b, the individual states the facts about what is bothering him, but only implies the feelings he has because of these facts. In example 2b, the indivdual has been able to look into himself and discover that the main difference he has, and can express, is the feeling of loneliness and being left out of things.

Examples 1b and 2b illustrate two things. First, our previous idea of communicating the feelings that go along with a topic as well as the topic itself; the individual in example 2b was able to express his feelings as well as communicate the situation in which they occur. A second important feature to remember is that feelings are very much a part of the person. It becomes important for you to actively pay attention to the way you are feeling. Often you may have a vague idea that you feel a certain way about what you are axpressing, but can't quite put your finger on what it is. At points such as this, it can be helpful to stop, reflect a moment on yourself-pay attention to yourself and try to experience and label what you are feeling. Once you are able to do this, you can trasnlate your feelings into words and actively express these feelings to another person.

In summary, here are the important points to remember and things you may want to practice:

1. Remember that merely talking about a topic does not always describe the way you feel about it or the feelings you are experiencing. The message you communicate to another person includes not only what you are saying, but also how you feel about what you are saying.

2. Pay attention to the way you feel as well as what you are saying. You may have to stop occasionally and reflect upon yourself and what you are experiencing. This can be very helpful in helping you dentify your feelings and then translating them into verbal statements.

3. Concentrate on what the other person says.

Paraprofessionals in Occupational Resource Centers
E.S.E.A. Title III Project
Amherst-Pelham Regional High School
Amherst, Massachusetts

INTERPERSONAL SKILLS AWARENESS PROGRAM

Training Skill #3

Responding to Feeling: Trainee Instructions

How can you help another person to express the central concerns that he is experiencing? One excellent way is to listen for, and respond to the feelings of the person. By communicating "I can accurately sense the world as you are feeling and perceiving it," you can facilitate the person's movement toward more complete self-awareness and self-understanding.

Being alert to, and responding to the feeling being expressed, rather than attending solely to the content of what the person says is the skill with which we are presently concerned. What the person is saying is the content portion of the message being communicated. One must also listen to how the person says what he does. For example, the person may speak more quickly when communicating enthusiasm, more slowly when communicating discouragement, etc.. It is this feeling portion of the communication to which you are to pay particular attention.

Being alert to, and responding to the feeling being expressed is a skill which is appropriate at any time, regardless of the nature of the feeling (positive, negative, or ambivalent) and regardless of the direction of expression (toward self, others, the counselor and counseling situation, etc.).

In the examples below, you will have an opportunity to select the alternative which indicates that you understand the person's feelings, the situation as it appears to the person--the alternative which, if spoken to the person, would be most likely to evoke a response of "That's right!"

Example 1

"So I'm wondering if you can help me to find a new job.

(PAUSE) I suppose if I did find one, I'd just bungle things again.

1. Are you sure it is necessary to leave the job you are now in?
2. You feel that it's pretty futile to try again.
3. What jobs have you been considering?
4. Come on! You'll find something you can do.

In the first example, responses one and three seek additional information from the person, without giving adequate recognition to the person's feelings. Response two accurately reflects the feeling being expressed.

Example 2

"What do you think I ought to do--jump off a bridge, or look for another college to flunk out of?"

1. There just doesn't seem to be any way out.
2. Have you applied to other schools?
3. Have you thought about trying a junior college where there would be less competition?
4. You're worried that you will fail again and don't want to risk another failure.

In this example, response one accurately reflects the person's feeling, wheras responses two and three provide suggestions as to what the person might do without giving adequate recognition to the feeling of discouragement which the person is experiencing.

Example 3

"You know, it's a funny thing, but when I talk with someone, I just feel shaky all over! It's the silliest thing! Why should I do that?"

1. Are you an anxious person in many situations?
2. How shaky do you become?
3. This reaction puzzles and concerns you!
4. You'd like to understand why you are nervous with other people and how you can overcome it.

Here responses one and two seek additional information, whereas in responses three, the gist of the person's expression is caught, and rephrased in fresh words.

Behaviors you may want to try:

1. Listening to Feeling

Remember that what the person is saying is only part of the message being communicated to you. How he says what he says is extremely important. A change in breathing or in the speed of talk, a sigh, a blush, a stammer, an extra emphasis upon a particular word--any of these can be important clues as to the feelings of the person.

2. Timing Your Comments

Do not try to respond to every comment by the person. You may simply want to smile, nod, say "MmmmHmmm," etc. until there is an occasional opportunity to reflect the feelings of the person.

3. Reflecting Feeling

As you listen for, and find, instances of person's expression of feeling, reflect this feeling by restating what the person is experiencing in your own words. If the person should say, "I wish I could talk to my dad about things like this, but I never seem to get up the nerve," you might respond, "You are a little bit afraid of your dad."

Your goal is to understand what the person is experiencing, and to communicate to the person that "I am with you--I can accurately sense the world as you are feeling and perceiving it."

Paraprofessionals in Occupational Resource Centers
E.S.E.A. Title III Training Program
Amherst-Pelham Regional School
Amherst, Massachusetts 01002

Date:_____

DAILY TRAINEE EVALUATION FORM

1. Location of Position:

(01) Community Agency .....
(02) Correctional Institute .....
(03) School or College .....
(04) Other .....

2. What aspects of the program were most valuable to you today?

3. What parts of the program were least helpful to you today?

4. How would you rate today?

| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Really great | Interesting | Satisfactory | Dull | Terrible |

5. Comments:

Sample Daily Trainee Evaluation Form

APPENDIX E

Paraprofessionsals in Occupational Resource Centers
E.S.E.A. Title III Training Program
Amherst-Palham Regional School
Amherst, Massachusetts 01002

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Please share with us your reactions to this Occupational Resource Center. This information will help us to make the Center more effective.

Name _____ Sex: M F Age ____Date_____
(Optional)

1. How did you learn about the Occupational Resource Center?

2. Have you visited this resource center before?
   No_____ Yes_____ How many times? _____

3. Were you able to find what you wanted?
   Absolutely____ Somewhat____ Only a little____ No____

4. How much time did you spend in the Occupational Resource Center?
   0-10 Min.____ 10-30 Min.____ 30-60 Min.____ 60 Min. +____

5. Would you use the resource center again? Yes____ No____

6. What was the most interesting part of your visit?

Comments:

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APPENDIX F Sample Postal Card Evaluation Form

# OUTSIDE EVALUATION

# OF

# TRAINING PROGRAM FOR SUPPORT PERSONNEL

# AMHERST-PELHAM REGIONAL HIGH SCHOOL

# AMHERST, MASSACHUSETTS

Prepared By

David G. Zimpfer

Associate Professor of Education

University of Rochester

August 31, 1972

(NOTE: This is a condensed version of Dr. Zimpfer's extensive report. Care has been taken in the editing of his evaluation to reflect accurately his basic comments and suggestions.)

APPENDIX G

INTRODUCTION

The proposal for an operational grant for "Paraprofessionals in Occupational Resource Centers" prepared for implementation through Amherst-Pelham Regional High School during 1972-73 specifies a number of methods of evaluation of its several program elements (p.54-56). Some of the evaluations are performed internally, i.e. by staff or by participating trainees; others are external, i.e. by persons not directly involved in the program. Assessments by clients and students receiving the help of paraprofessionals, for example, and the appraisals of employees, are to be sought. The present report is also external, and reflects the program staff's desire to further objectify its judgments about the validity of the program. It has been prepared by one who is familiar with the subject of paraprofessionals, their training and their use, but who at the same time is not biased by emotional investment in the conduct and success of the program.

The grant proposal outlines three basic units of procedure (p1): (1) training of paraprofessional aides and establishment of resource centers of occupational information; (2) on-site visits for continued supervision and to determine the effectiveness of the program and subsequent revision of on-going programs; and (3) planning for the fiscal year beginning 1 July 1973. This evaluation concerns itself exclusively on the conduct of the three-week program of training paraprofessional aides.

Two main questions are addressed: (1) is the training program focusing on the objectives intended for it, and (2) how well are the objectives being accomplished.

The methods of evaluation were:

1. observation
2. structured interview
3. unstructured interview
4. rating scale.

The evaluator spent one full day toward the end of the three-week program (Wednesday of the final week) on-site with the program staff and trainees. Some time was spent observing normal training activities as they were carried on; some time was spent drawing off staff and trainees individually and in small groups for interview and to complete written ratings. Staff were seen separately from trainees, in order to preserve anonymity and freedom of response of each group. Some in each of these groups were also seen individually, again to enhance freedom of response. Every trainee and full-time staff member participated in either (or both) an individual or a group evaluation. Two part-time staff were also involved.

There are limitations and biases in this report. First, it is cross-sectional, representing only one day of a three-week training experience. Second, the evaluation is based heavily on self-reporting by staff and trainees, and as such may reflect wishes, incomplete memory, social desirability, and the other typical problems of self reports. Third, the training program was not completed at the time of evaluating; this gives an incomplete base for trainee and staff judgments, especially of the implementation ("how to") phase of training, which was designed to come largely in the last week.

This report will be organized into three main sections: (1) evaluation gained through interview; (2) evaluation through ratings of program elements, and (3) evaluation through observation.

(1) EVALUATION THROUGH INTERVIEW

Staff members and trainees were interviewed individually and as groups in semistructured fashion.

What appears striking to this evaluator is the high degree of commonality among the staff, not only in the opinions they hold on various activities, topics, and issues; but the very items themselves that are focused on are largely the same from staff member to member. This suggests a strong bond and considerable communication among them, a necessary ingredient for a program of this kind. Each staff member was enthused about the total program and particularly about the area of his or her own contribution.

Trainees in general were enthusiastic about the program, the staff, and their work as resource center paraprofessionals.

Staff and trainees differed somewhat on what amount of freedom should be allowed trainees to pick and choose elements in the program. The staff felt on the one hand that there were certain knowledges and skills that must be learned in order to function well as aides, and that trainees could not opt out of. At the same time, they believed considerable individualization was provided for by a performance based curriculum which reduced activities where persons were already competent. A small number of trainees felt that more individualization and freedom of choice would have been helpful. Both trainees and staff felt that more dividing of the total group, e.g. elementary vs. secondary school, school vs. community agencies, would have been helpful even though requiring more resources.

The program called for increasing individual attention in the third week, as trainees prepared their own plans and materials for taking to their work settings, checked them over with the staff, and tried themselves out with live clients. This seemed a logical flow of activity, but very demanding. This reflects, to this evaluator, two possible problems. One, the training program may be too ambitious for its three-week tenure, making it impossible to develop the desired knowledge, skills and insights in the trainees. Or, two, the autonomy and range of activities expected for the trainees may be too great.

The staff appropriately recognized and were eager for the year's follow-up activities. While the follow-up may have been planned to sharpen skills and reinforce insights already gained, one can surmise that some new information and skills and job functions not taught in the three weeks of training will also need to be introduced over the year. Several of the trainees came from settings where supervision will be general rather than technical. This places a considerable demand for higher level job functioning on the paraprofessionals, e.g. for screening and selecting materials, and for deciding the limits of their help.

The whole question of role and autonomy is also linked to the means of selection of trainees. The staff were well aware of the broad range of work settings from which trainees came, and at least partly recognized the problems this caused in terms of

disparate expectations, varying skills, differing demands of work settings, problems of on-the-job supervision, funding, follow-up, etc. Staff may need to examine more closely their preference for a broad range of work settings as it relates to role and autonomy of trainees.

Some concern was expressed by both staff and trainees regarding on-the-job supervision. The one-day visit by local supervisors during the training program was welcomed and needed. In some cases, especially with the aide working in a prison setting, supervision may need to come almost entirely from the project staff. Inasmuch as staff is both outside the institution and temporary, such a situation needs close attention. The visit by the supervisors was felt by those interviewed to be an important part of the program. Several trainees recommended that they be given more help in learning about institutional life and how to cope with it, in preserving their role, and in working with their supervisors. They recognized that much of this, of course, would have to wait until they were on the job and being visited by project staff.

Several staff expressed concern about the program content and procedures dealing with minority groups. While all agreed this was an important training activity, the anxiety which they perceived had been raised and expressed among trainees was bothersome to staff. All were looking for other ways to handle the content; it should not become too intellectualized, yet it should likewise not be too affectively potent. They wished for more time, also, to be spent on this topic, but felt that time just was not available in the three weeks among all the other objectives and activities. Trainees did not single out this program aspect for any comment.

Attention in the staff and trainee interviews was devoted to the resource center materials and equipment that were available for trainee examination and practice. All believed the materials were ample and readily available, and that sufficient opportunities for hands-on use especially of audiovisual equipment had been provided. The program aims at putting materials into use by school and agency clientele, and not merely having it in dead storage. Thus the practice with live clients in the third week seemed very appropriate. Live clients were being worked with for the first time when this evaluator was visiting. The effects of the activity can only be determined later. Suffice it to say the practice was welcomed by trainees and staff alike.

Locally developed materials were stressed by several staff as important. Staff were concerned that more elementary-school age level material was not available in the model resource center. Such materials as were available were thought to be well screened through actual users' opinion and staff assessment. There was a variety of opinion among staff as to the 'occupational" relevance of some of the resource center materials, e.g. drugs, study habits, human relations. But the prevailing sentiment was that "occupation" should be thought of in terms of life - style and a broad view of persons rather than narrowly of "job". This correlates with the staff's liberal attitude toward the paraprofessional role.

The timing and sequencing of the program was focused on by staff and trainees alike.

The human relations aspects of the program came in for great and enthusiastic praise by the trainees. It seemed right to all that it be early in the program both as cement for the group and to set a tone for the more technical work which followed.

The formal training aspects of the program involved the daytime hours but not evenings. No homework or formal study or written assignments were given. Yet handout material (with the implication for study) was liberally provided. This arrangement seemed to suit those staff and trainees who were asked about it.

A large number of trainees reacted negatively to the job label of "aide". There were several kinds of reason expressed: some felt that they were being trained to function relatively autonomously and that in fact many of them would be independent; others said the title was demeaning; and several believed that it implied subservience to a supervisor who in turn might undermine their role and effectiveness. The term "coordinator" was suggested.

Trainees liked the use of a variety of training methods, especially those calling for personal involvement.

Summary: Over-all, the staff felt democratically involved, enthused, and themselves stimulated toward growth. Trainees were enthused and felt they gained much from the program. No serious and pervasive negative assessments seemed to be made by either trainees or staff. Such recommendations for change as were made had to do with balance of activities, timing and sequencing, and relevance. The trainees felt that the staff had worked hard on developing the program, were obviously interested in what they were doing, were working closely together as a team, and were willing to expend themselves on all things both instructional and noninstructional. They were especially appreciative of the human relations and the team bridge concepts and activities of the program. Staff saw themselves as an interactive and smooth-functioning team, and saw the trainees as alert, eager, and relatively sophisticated.

(2) EVALUATION BY RATING SCALES

This section of the report treats data which was quantified. Three types of information were gathered which might contribute to program assessment and evaluation: (1) trainee and staff ratings of trainee achievement of training competencies, (2) trainee rankings of their competencies, and (3) trainee assessment of contact with experiences leading to the skills listed on the proficiency checklists.

The training program was presumed to encompass nine major skill areas. These are human relations skills; human behavior awareness; clerical skills; A-V skills; information and resource handling skills; skills in use of resources; organizational, procedural, and legal and ethical considerations; terminology; and current issues. Each staff member and a sample of trainees was asked to rate the competency they had achieved up to that time in the program. A four-point scale was used, from "none at all" to "excellent" competence. Ratings were to be based on perceived attainment, whether through the training program or otherwise. Table I

presents the distributions and mean scores for each of the nine skill areas as reported by staff and trainees.

The first observation that must be made is that no actual mean ratings, whether by staff or trainees, fall below the theoretical mean (1.5). Rather, they are weighted positively in all nine skill areas, with the exception of the staff's rating of the "organization" area.

Trainee ratings tend to be higher than the staff's, with six of nine skill areas more positively marked by them. None of the trainee mean ratings are below the staff's. This would indicate either a degree of humility on the staff's part, or a greater competency recognized by the trainee-recipients than the staff perceives.

Table I

Staff and Trainee Ratings of Trainee Competency in Skill Areas Represented in the Program: Distributions and Means

| | Staff (N = 6) | | | | | Trainees (N = 11) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Skill Area | 0 | 1 | 2 | 3 | Mean | 0 | 1 | 2 | 3 | Mean |
| Human Relations | 0 | 0 | 3 | 3 | 2.5 | 0 | 0 | 3 | 8 | 2.7 |
| Behavior Awareness | 0 | 1 | 4 | 1 | 2.0 | 0 | 0 | 4 | 7 | 2.6 |
| Clerical | 0 | 2 | 4 | 0 | 1.7 | 0 | 5 | 4 | 2 | 1.7 |
| A-V | 0 | 0 | 3 | 3 | 2.5 | 0 | 0 | 5 | 6 | 2.5 |
| Information | 0 | 0 | 3 | 3 | 2.5 | 0 | 0 | 6 | 5 | 2.5 |
| Use of Resources | 0 | 0 | 5 | 1 | 2.2 | 0 | 1 | 6 | 4 | 2.3 |
| Organization | 0 | 3 | 3 | 0 | 1.5 | 0 | 1 | 5 | 5 | 2.4 |
| Terms | 0 | 0 | 5 | 1 | 2.2 | 0 | 0 | 5 | 6 | 2.5 |
| Social Issues | 1 | 2 | 0 | 3 | 1.8 | 0 | 4 | 2 | 5 | 2.0 |

Staff ratings of the nine skill areas are clustered together except in two cases: awareness and social issues. In the human behavior area, there is a wide spread of staff opinion as to the competency of the trainees; in the social issues area the staff shows a bimodal split in its assessment of trainee competency.

Trainee ratings in the nine skill areas also tend to be clustered together. There is a marked divergence in two areas: clerical skills, and again the social issues area. Trainees are wide spread in their assessment of competence in each of these areas, although no ratings are in the lowest category.

It would seem that the greatest generalization to be made is that there is strong positive opinion of trainee competency in the nine skill areas. The greatest

discrepancy of opinion showed up in the social issues area.

Even with the over-all sense of competency, there are clear differences in level of perceived attainment of the various skills. In order to tap these differences, one group of trainees were asked specifically to rank order their competencies attained up to that time in the program. Table II presents the results.

Table II

Trainee Rankings of Their Competency in Skill Areas Represented in the Program

| | Trainee Assessment (N = 9) | |
|---|---|---|
| Skill Area | Mean Ranking | Rank Order |
| Human Relations | 2.0 | 1 |
| Behavior Awareness | 3.1 | 2 |
| Clerical | 5.1 | 6 |
| A-V | 3.8 | 3 |
| Information | 4.8 | 5 |
| Use of Resources | 4.7 | 4 |
| Organization | 6.3 | 7 |
| Terms | 7.8 | 9 |
| Social Issues | 6.5 | 8 |

The Human Relations skill area steals the competency honors in this traineee group's rankings. It not only ranks first but stands as a cluster by itself. The next skill area, behavior awareness, is more than a full mean point lower in rank. The next five ranks form a cluster: behavior awareness, A-V, information, use of resources, and clerical skills. Another full mean point in ranking separates the final cluster: organization, terms, and social issues. It should be noted that these rankings were forced. In other words, all areas might have been considered "excellent" or "none at all", but the trainees and staff had to rank each area with the other.

The third segment of this section of the report gives trainee assessment of whether they have in fact had contact with experiences leading to the skills listed on the proficiency checklists. For this, the evaluator polled the trainees, using a sample of proficiencies from each level of each skill area. Trainees responded either "Yes, we were exposed to and had some practice toward this skill," or "We were only told about this," or "We had no exposure to this skill."

In Level II of Resource Center skills, the trainees stated they had had exposure

in most of the areas.

In the Clerical Skills area, there seemed to be wide divergence of opinion, since some already had adequate skills. One finding stands out: the trainees felt they had not had opportunity to practice the skill of "standard telephone procedure."

The Library Skills seemed adequately covered, and the trainees agreed that they had had heavy exposure and practice in virtually all of the Audio-Visual skills.

EVALUATION THROUGH OBSERVATION

This section of the report will treat only areas not previously covered. (Much of what was presented earlier was also clearly observable as well as obtained through interview and rating scale.) Admittedly the observations are an incomplete sample, cross-sectioned, and filtered through this evaluator's perceptual field.

The general atmosphere of the training seemed relaxed, informal. It focused on sharing ideas and information in an authority-reduced way. Teaching was pragmatic, not heavy with jargon or esoterics. Task centeredness was paramount. Discussion was easy and copious. The staff's spirit was cooperative and infectious. There was much staff observation of and participation in activities nominally led by one member.

Physical facilities were ample and comfortable. Equipment and materials were abundant and accessible. Lively and helpful visuals through posters and bulletin boards were present.

There were obvious differences in level of educational preparation, experience, self confidence, and social attitudes among trainees. Some were intellectually oriented, some job-focused. This unevenness made individualiztion all the more important, and the staff seemed intent on achieving it.

The general tenor of the institute at the time this observer was present seemed to carry a trait-factor, external information orientation about helping activity.

The staff's concern for follow-up was apparent. Their desire to be accountable for their work--to be evaluated--was strong. Program activities seemed in the main to follow the immediate training objectives as listed in the project proposal. It is important to note that this evaluator's observations produced a very favorable, even pleasant, reaction to the training program.